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ABSTRACT

The school trials of the materials developed by this project yield information relevant to three evaluative criteria: student attitude toward the material, teacher attitude, and the attainment of unit objectives. Eleven teachers were selected involving approximately 300 ninth through twelfth grade students. Estimates of verbal aptitude were obtained by administering the verbal section of the Cooperative School and College Ability Test (SCAT) Form 3B. A Unit test was administered before and after the unit. The ratings and recommendations from student and teacher questionnaires are given for the unit as a whole and for each of these seven activities: 1) Introduction; 2) Modernization and Population Growth; 3) Life of a Japanese Family Man; 4) Population in Pre-Modern Japan; 5) Redistribution of Population in Modern Japan; 6) Distribution of Economic Activities and Population; and, 7) Case Studies: Mitaka and Niike. Two major findings indicated that the methodology involved in the unit was too complex for students; and, the low 8 per cent increment from the pretest to the posttest indicated minimal attainment of the unit objectives. The unit test, the questionnaires, and the statistics are appended. Other related documents are: SO 000 430, SO 000 431, SO 000 432, SO 000 433, SO 000 434, SO 000 469, SO 000 470, SO 000 471, SO 000 472. (SBE)

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ED046803

JAPAN

Evaluation Report

From a Limited School Trial

of a Teaching Unit of the

High School Geography Project

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with the Assistance of

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NOTE

The High School Geography Project is a course content improvement program in geography sponsored by the Association of American Geographers and supported by the National Science Foundation. The Project's goal is the development of new geography teaching materials at the tenth grade level. Current work is concentrated on development of materials following a course outline on a Settlement Theme.

Further information on the status and plans of the AAG project is available from:

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SUMMARY OF FINDINGS

1. The Japan unit in its present form is far below HSGP standards. As such it should be revised drastically.
2. Life of a Japanese Family Man is the only activity in the Japan unit which received a good rating by teachers and students. The Introduction, Modernization and Population Growth, and Case Studies: Mitaka and Niiike were favorably received by teachers. However, students were generally negative about these activities. Population in Pre-Modern Japan, Redistribution of Population in Modern Japan, and Distribution of Economic Actitivies and Population received extremely low ratings from both teachers and students.
3. The low 8 per cent increment from a pretest of 46 per cent to a posttest of 54 per cent indicates minimal attainment by students of the Japan unit educational objectives. Test questions related to the effects of industrialization on population distribution had high pretest results. This suggests that the majority of students understood this concept before beginning the unit.
4. The methodology involved in this unit is too complex for students. They do not possess the ability to work with charts, graphs and maps that is needed to accomplish the work associated with the data book.
5. The phrasing of student directions needs to be simplified. Student directions are generally unclear.
6. The student readings are inappropriate for below average students.
7. The Teacher's Guide should be made more effective in providing clear directions for the teacher.
8. More geographical background should be provided for teachers in the guide.
9. Instead of the 14 class periods estimated for this unit, 19 class periods are needed.
10. A number of revisions are suggested for each activity in the body of the report.

DESCRIPTION OF THE LIMITED SCHOOL TRIALS

The unit materials for Japan include a Teacher's Guide and a Student Resources for each class member. In addition, the unit includes slides, master maps for making transparencies, stereograms and stereo viewers, as well as various maps and a number of exercises for student use. The unit has six integral activities and one optional one. The predicted teaching time for the integral activities is fourteen days with one additional day required for the optional activity.

Eleven teachers were selected for the school trial of Japan. They are located in nine different states throughout the country, ten of them in public schools and one in a parochial school. There is reason to believe that they are slightly above average in their teaching experience and in their knowledge of geography. The group averages seven years teaching experience with 54 per cent having taught three years or less and 27 per cent having taught ten years or more. They have had on an average 29 hours of geography in their college training, though within the group there is a wide range of geography preparation. Their scores on the Graduate Record Geography Examination place them at the 36th percentile as a group, which is comparable to the mean score for last years teachers. Incidentally, four of the eleven teachers taught HSGP materials in school trials previous to the 1967-1968 school year.

Each of these teachers had one class of students. Approximately 300 students participated in all. They were predominantly ninth and eleventh graders. Specifically, 45 per cent were in ninth grade, 9 per cent were in tenth grade, 36 per cent were in eleventh grade and 8 per cent were in twelfth grade. This is a smaller proportion of tenth graders and a larger porportion of eleventh graders than in previous school trials.

In addition they had a higher verbal aptitude than expected for the ultimate users of the material. The mean for the whole group is slightly above the 67th percentile. The ninth graders ranked at the 72nd percentile, the tenth graders at the 56th percentile, the eleventh graders just below the 64th percentile and the twelfth graders at the

69th percentile.

A number of instruments were used to obtain information on which to base this evaluation report. Estimates of verbal aptitude were obtained by administering the verbal section of the Cooperative School and College Ability Test (SCAT) Form 3B. Information about the teachers was obtained by a background information questionnaire and by the administration of the GRE Advanced Geography test. Teachers took just half of this examination and Educational Testing Service provided an estimate of their percentile rank from this incomplete data.

At the end of the unit the students and teachers filled out questionnaires. A 25 per cent spaced sample of student questionnaires was used to summarize the open ended questions. Teachers also completed questionnaires at the end of each activity in the unit.

A unit test was administered before the unit was taught and at its conclusion. The same test was used in both administrations. For the analysis of the essay questions on the test a 50 per cent spaced sample was taken from both the pretest and the posttest.

RATING AND RECOMMENDATIONS FOR THE UNIT AS A WHOLE

School trials of HSGP material yield information relevant to three evaluative criteria. One such basis of evaluation is student attitude toward the material. A second is the teacher attitude toward the material and a third is the attainment of unit objectives. Data on the first two criteria are obtained from questionnaires. Data on the third is derived from test results.

Student attitude toward each activity is inferred from responses to two questions: 1) What did you think of the unit and its activities in terms of their interest to you? a) dull; b) generally not interesting; c) generally interesting; d) extremely interesting and 2) How much do you think you learned from the unit and its activities? a) nothing; b) little; c) fairly much; d) a great deal. Each of these four responses is given a numerical figure from a minus two to a plus two. Thus for both student interest and student learning a mean between minus two and plus two is obtained for the unit as a whole and for each activity of the unit.

Similarly, teacher attitude is considered to be a function of teacher enjoyment of an activity and the teacher's estimate of student learning. At the conclusion of each activity teachers are asked: 1) How much did you like teaching the activity? and 2) How much do you feel your students learned from the activity? The four responses available are comparable to the responses provided for the students. Each teacher response is given a numerical figure from minus two to plus two and a mean teacher number is obtained for each activity.

Once these means are obtained a way of interpreting them is needed. Therefore, on the basis of experience with previous HSGP school trials the following rating system for activities has been devised.

	Teacher Estimate of Student Learning	Teacher Enjoyment	Student Learning	Student Interest
Excellent (E)	> 1.25	> 1.75	> .50	> .50
Good (G)	1.00-1.25	1.50-1.75	.25-.49	.25-.49
Satisfactory (S)	.60- .99	1.00-1.49	.00-.24	.00-.24
Poor (P)	< .60	< 1.00	< .00	< .00

On this basis, of the thirteen activities in the Growth of Cities and Geography of Culture Change units five would be rated "excellent," four "good," two "satsifactory," and two "poor" in terms of student interest. In terms of student learning four would be rated "excellent," five "good," four "satisfactory," and none "poor." On the basis of teacher enjoyment three activities would be rated "excellent," three "good," four "satisfactory," and two "poor." In terms of teacher estimates of student learning three activities would receive a rating of "excellent," four "good," four "satisfactory," and two "poor." In limited school trials previous to the 1967-1968 year only teacher estimates of student learning are available for each activity. Using this standard about 20 per cent would have been rated "excellent," about 20 per cent "good," about 30 per cent "satisfactory," and about 30 per cent "poor."

The following chart represents the computations of the teacher and student attitude means for the Japan unit.

Activity Name	Teacher Enjoyment	Student Interest	Teacher Estimate of Student Learning	Student Estimate of Learning
Introduction	1.90	.00	1.70	-.15
Modernization and Population Growth	1.50	-.26	1.50	-.11
Life of a Japanese Family Man	1.60	.48	1.50	.44
Population in Pre-Modern Japan	.50	-.61	-.10	-.29
Redistribution of Population in Modern Japan	.33	-.59	.56	-.07
Distribution of Economic Activities and Population	.56	-.69	.67	-.30
Case Studies: Mitaka and Niiike	1.56	-.10	1.00	.03

Because the activities in the Japan unit have only ten or eleven teachers, the reliability of teacher data is somewhat questionable. However, the previously discussed rating system is applied to the

mean figures to provide some estimate of the relative strengths and weaknesses of the Japan activities. The results are found on the chart below.

Activity Name	Teacher Enjoyment	Teacher Estimate Learning	Student Interest	Student Learning	Final Rating
Introduction	E	E	S	P	G
Modernization and Population Growth	G	G	P	P	S
Life of a Japanese Family Man	G	G	G	G	G
Population in Pre-Modern Japan	P	P	P	P	P
Redistribution of Population in Modern Japan	P	P	P	P	P
Distribution of Economic Activities and Population	P	S	P	P	P
Case Studies: Mitaka and Niiike	G	G	P	S	S to G

It is clear from the mean ratings that the Japan unit tried out this year is far below normal HSGP standards in terms of student interest. This can be seen by comparing the mean student interest index of all the activities in this unit with that obtained for the Networks of Cities unit and the Fresh Water Resources unit. Networks of Cities received a .27 and Fresh Water Resources received a .37. In contrast Japan received a -.25, which is far below satisfactory.

The activity rating system makes it clear that teacher attitude concerning this unit is also below normal. As can be noted on the chart they consider three activities to be poor, three good and one excellent.

When teacher and student attitude are combined, two activities in the unit attained a good rating and two a satisfactory rating. Finally, in terms of the first two evaluative criteria it would seem clear that the three remaining activities are far below HSGP standards and

therefore unacceptable as a part of the total HSGP course.

Overall improvement on a test provides an indication of attainment of the unit's objectives. The low 8 per cent mean increment attained by students of a 46 per cent right on the Japan pretest to a 54 per cent right on the Japan posttest indicates only moderate achievement of the unit's objectives. An 8 per cent mean gain from pretest to posttest is as low as any recorded for previous units. This low increment may be partially attributable to the test itself. Therefore results must be interpreted with caution.

One major unit objective is an understanding of the influence of urbanization, industrialization and western customs on values of the traditional Japanese culture. Three questions dealt with these influences (#'s 2, 4 and 5). A quite consistent improvement is noticeable in these items, as the student's pretest 62 per cent increased to a 77 per cent on the posttest. However, the high pretest result indicates that a considerable proportion of the students were already aware of these influences before the unit began. Increased understanding of the changes that have taken place in Japan's support capacity is shown as the pretest mean on items 6, 9, 17 and 21 increased from 52 per cent to 65 per cent on the posttest.

Another objective of the unit is that students formulate significant questions in order to obtain information about the process of a nation's economic development. Two objective items (#'s 22 and 25) and one essay question (#30) relate to this objectives. Pretest to posttest improvement was from 15 per cent to 20 per cent. [redacted]

[redacted] The objective dealing with trends in population growth and standard of living in Japan during the last century had three items (#'s 3, 14 and 15) related to it. These items had a pretest mean of 59 per cent and a posttest mean of 68 per cent. This resulted in a 9 per cent increase, which is quite average. One item (#10) asked students to infer information from graphs. The increase on this item was also average. The pretest mean was 46 per cent and the posttest mean was 55 per cent.

Considering the low overall 8 per cent pretest to posttest increment, test results seem to support evidence on teacher and student attitudes. Based on these three criteria it is apparent that a major section of the Japan unit is far below HSGP standards. If these activities are to be kept as part of the course, it is clear that they must undergo drastic revision in order to attain a level consistent with the rest of the course and acceptable to school systems.

RATING AND RECOMMENDATIONS FOR ACTIVITY ONE

INTRODUCTION

As can be noted from the activity rating chart teachers were more enthusiastic about this activity than students. The teachers rated it excellent in terms of enjoyment and their estimate of student learning. On the other hand students rated it barely satsifactory in interest and gave it a negative rating in terms of how much they felt they learned from it.

This discrepancy in ratings may be accounted for by the teachers' initial enthusiasm in starting a new unit. Since students rate all activities at the end of the unit, their rating may reflect the feeling of displeasure they had about other activities in the unit. Therefore, the final rating given this activity is placed somewhere between the two attitudes.

One objective of this activity is student understanding that Japan is a modern industrial nation in which the "modern" aspects resemble other modern nations, but which is definitely Japanese in reference to its traditional culture. There is evidence that this objective was accomplished. Two test items (#'s 2 and 5) relate directly to this objective. Their gain from 60 per cent on the pretest to a 75 per cent on the posttest results in a 15 per cent increment, which is a good gain. Students also indicated attainment of this objective in their comments of what they felt they learned from the activity. An example of this is: "I learned that Japan is not a backward country, but an industrial and modern nation."

The other two activity objectives are: 1) describe the location of Japan and 2) describe the physical aspects of Japan. The test item (#7) relating to describing the physical aspects of Japan attained a good 13 per cent increment. On the other hand, the test item (#1) relating to the location of Japan decreased from 90 per cent on the pretest to 76 per cent on the posttest.

<u>Recommendations</u>

1. Include a modern world map in the student materials. The objectives of describing and locating Japan relate to the second part of this activity, which is a discussion based on student

work from wall maps, globes and atlases. Problems resulted here as some teachers were unable to procure these materials, especially the atlases. This may account for student confusion concerning the location of Japan. Also several teachers commented that the discussion became "draggy." This may be partially attributable to lack of materials on which to base a discussion.

2. The idea of a work sheet for the second part of this activity should be considered. This would further define the concepts that should be stressed and facilitate discussion.

3. One class period is not enough time for this activity. The guide suggests that both parts of this activity be completed in one class period. Several teachers felt that one class period is not sufficient time to have a good discussion. The suggested time should be increased to two days or the initial description and location work by students could be assigned as homework. This could be more easily implemented if a work sheet for this part of the activity were provided. Perhaps these two suggestions could be used as alternative teaching procedures.

4. The slides should be retained. They were well received by teachers and students. Teachers felt that students enjoyed the slides of Japan and gained understanding from them. They felt that the students' basic knowledge of Japan was meager and this was a good way of increasing their general knowledge of the country. Teachers also felt that students enjoyed the challenge of the "guesses." However, one teacher mentioned that the slide of Ontario was unclear.

RATING AND RECOMMENDATIONS FOR ACTIVITY TWO
MODERNIZATION AND POPULATION GROWTH

Teachers appear to be pleased with this activity. They rated it good in enjoyment and in their estimate of student learning. On the other hand students rated it negatively in both interest and in their estimate of what they learned from it. This suggests that teachers enjoyed the activity, but greatly over estimated its interest to students. Thus, the overall rating for this activity is satisfactory.

One objective of this activity is student understanding of how agricultural productivity, level of industrial development and trade outlets influence a nation's population support capacity. Three items (#'s 6, 9 and 17) were directly related to the objective as it is stated in this activity. These items showed a 14 per cent mean gain from a 58 per cent on the pretest to a 72 per cent on the posttest. This is a good gain and indicates that Activity Two was effective in communicating this objective.

A second objective of this activity is the ability of students to interpret graphs in order to describe trends in population growth and standard of living in Japan during the last century. One test item (#10) was related to this objective. Its increment was average. The pretest mean was 46 per cent and the posttest mean was 55 per cent.

The last objective for this activity is student ability to discriminate between relevant and irrelevant information when researching a problem. This objective is difficult to test as it also imples that a student has knowledge of the problem he is researching. Two apparently sound items ask students to select information in order to determine whether a nation is suffering from population pressure. They have a pretest score of 15 per cent and a posttest score of 30 per cent. However, it is difficult to ascertain whether this good 15 per cent increment is a result of increased student knowledge of factors relating to population pressure or increased student ability to discriminate.

Recommendations

1. Teachers need to be notified further in advance in order to

obtain audio-visual materials by the designated time. Only two teachers were able to procure the recommended film in time to use it with this activity. They expressed the opinion that the film is excellent. However, this may partly account for a feeling expressed by some students and teachers not using the film that this activity lacked initial motivation. (The film, Japan: Answer in the Orient, is now available in a condensed 38 minute version.)

2. Clarify student directions on how to use the data book. Due to confusing directions students tended to rely on the reading to answer the questions in the tablet rather than referring to the data book. This made the questions difficult and uninteresting.

3. More teacher help for students should be indicated in the Teacher's Guide. More than half the teachers indicated that this activity presupposed a rather sophisticated ability with graphs that their students do not possess. Without clear teaching instructions, the explanation of how to do the activity became very time consuming. Also as can be noted from the activity rating chart, it appears that teachers over-estimated the success of their clarification.

4. Reword the research questions. Several teachers commented that they were poorly worded. Question 2 is a yes or no question as phrased. In two classes students thought the "how many times" in question #3 was literally a count of the times it went up. In question #9 students are given no data on South American countries on which to base their comparisons. The majority of teachers felt the discussion that followed lacked motivation. This is probably a result of the problems encountered in doing the questions in the tablet.

5. Rephrase the essay question. Several teachers commented that its theme is unclear.

RATING AND RECOMMENDATIONS FOR ACTIVITY THREE
LIFE OF A JAPANESE FAMILY MAN

Life of a Japanese Family Man is the only activity in this unit which can be considered good in terms of both teacher and student attitude.

One objective of this activity is that students understand the influence of Western customs and values on traditional Japanese culture. Another objective is that students understand the influences of industrialization on a traditional culture. The relatively high 62 per cent pretest score on items 2, 4 and 5 indicates that a considerable proportion of the students were already aware of this point before the unit began. The other objective of this activity is student knowledge of the aspects of a traditional society that are most resistant to change. One one test item (#2) dealt with this objective and it had a moderate 8 per cent increase from pretest to posttest. Student comments indicate that students were more impressed with the modern aspects of Japan than the traditional aspects.

Recommendations

1. This activity requires two class periods instead of the suggested one class period. The discussion takes one class period in itself. Thus, the lack of time makes the suggestion of oral reports impractical. Also, if the essay method is chosen students must do both the reading and writing as homework. This lack of time may account for only moderate student understanding of the traditional aspects of Japan.

2. Consideration should be given to making this activity integral rather than optional. As the Japan unit presently stands it is the high point of the unit. It is the only activity dealing directly with people and students commented that they liked this. It is also the only activity, except the Introduction, that does not involve student work with maps, charts, and graphs. Therefore, without this activity the work of the unit becomes extremely repetitive in its approach.

3. The diary idea should be retained. Several teachers remarked that the students were interested by this approach.

RATING AND RECOMMENDATIONS FOR ACTIVITY FOUR
POPULATION IN PRE-MODERN JAPAN

This activity was rated negatively by teachers and students both in interest and in learning. In terms of teacher and student attitude it is among the lowest, if not the lowest of any activities in the history of the Project. The following teacher comment sums up the general feeling about this activity accurately, if not poetically: "This activity is much like beating a dead horse."

One objective of this activity is that students understand the basic inter-relationships that exist between elements of the habitat, agricultural production, and population distribution in pre-industrial Japan. Another objective is that students gain the ability to make inferences from data contained on several kinds of maps. There were no test items related to these objectives and therefore there is no objective evidence on which to base a discussion of the attainment of the objectives of this activity. However, from teacher and student comments and from the negative ratings given by teachers and students in what they felt students learned from this activity, it can be inferred that there was little attainment of the objectives.

Recommendation

1. This activity in its present form should be dropped. Apparently students have little motivation to study population in pre-modern Japan and this activity does not instill any. Comments by teachers and students indicate a unanimous feeling that the directions are almost impossible to decipher. Once deciphered, as mentioned in connection with Activity Two, the students do not possess the ability to do map and graph work without step by step instructions from their teacher. Therefore, by the conclusion of the activity students have become so involved with the mechanics of the activity that the concepts have been forgotten. In summation, it seems clear that if concepts related to pre-modern Japan are to be taught, this approach is too difficult, too dull, and too ineffective to be retained.

RATING AND RECOMMENDATIONS FOR ACTIVITY FIVE
REDISTRIBUTION OF POPULATION IN MODERN JAPAN

This activity was rated poor in terms of both teacher and student attitude.

One objective of this activity is that students understand the redistribution of population that has taken place in Japan as a result of industrialization. The test items (#'s 8 and 19) related to this objective achieved only a moderate 7 per cent gain from a pretest score of 67 per cent to a posttest score of 74 per cent. The high pretest score indicates many students understood this concept before beginning the unit. Four parts of essay question #29 also relate to this objective. Seventy-seven per cent of the students gave satisfactory answers to these parts on the pretest. Thus it is clear that the majority of students understood the concept of redistribution of population as a result of industrialization before beginning work on this unit.

Another objective of this activity is that students learn to organize and carry out research. There were no test items relating to this objective.

Recommendation

1. It is recommended that this activity in its present form be dropped. Since the majority of students understand the concept of population redistribution as a result of industrialization, this may explain in part the student lack of interest in the activity. Also, students are again asked to work with maps, charts and graphs. As discussed before they find such work difficult. Lack of previous success with the data book adds to their low level of interest and motivation. This compounded with directions that both teachers and students find confusing and needlessly rigorous results in an activity that does not seem to teachers or students to be worth the time and effort involved.

RATING AND RECOMMENDATIONS FOR ACTIVITY SIX
DISTRIBUTION OF ECONOMIC ACTIVITIES AND POPULATION

Although teachers rated this activity satisfactory in their estimate of student learning, the overall teacher student attitude rating given this activity is poor.

One objective of this activity is student understanding of the relationships between industrialization and urbanization in Japan. As mentioned in the discussion of attainment of objectives for Activity Five, 77 per cent of the students understood that population redistribution occurs as a result of industrialization, why it occurs, and how it occurs before the unit was taught.

Recommendation

1. This activity in its present form should be dropped. Both teachers and students feel it is repetitive in content and approach to the point of being boring. The concepts of this activity are implied in Activity Five. Thus much of the material is covered in previous discussions. This coupled with a high level of student understanding of these concepts before beginning the unit makes the content of this activity merely a review. Students are again asked to work with the data book and as previously discussed they have little interest in this approach. Besides being repetitive, work with the data book is very time consuming and the teachers who followed the guide were unable to complete the activity in one day. Inadequate directions also add to extra teaching time. To avoid spending unwarranted time in review, several teachers changed the structure of this activity before teaching it by making their own outlines for class discussion.

RATING AND RECOMMENDATIONS FOR ACTIVITY SEVEN
CASE STUDIES: MITAKA AND NIIIKE

Teachers rated this activity good both in their estimate of student learning and their own enjoyment. They apparently over estimated the enthusiasm of their students. This activity was rated negatively by students in interest and barely satisfactory in what they felt they learned from it. The overall rating of this activity is satisfactory to good.

Two objectives of this activity involve student understanding of aerial photos and topographic maps. There were no test questions related to this objective. The third objective is student understanding of the various factors which account for the growth and decline of urban and rural areas. There were no test items directly related to this objective. However, some students expressed understanding of the growth of suburban areas in their answers to essay question #29.

Recommendations

1. More directions for the use of aerial photos and topographic maps for teachers and students should be included.
2. The quality of the maps used should be improved. The stereograms lacked sharp depth (especially the one on Mitaka) and teachers commented that students found them easier to read without the stereo viewers. There were student complaints about the maps in general. This may be due to inconsistencies in format. It would be less confusing for students if, for example, the direction North were always at the top of the page.
3. The tablet questions need to be redone. Several teachers said the students have difficulty understanding them. Another teacher completely rewrote the questions on Niiike. However, no specific problems were mentioned.
4. The use of this activity as a culmination for the unit should be reconsidered. Teachers seem to feel that it provides a rather abrupt ending. This may be due to previous problems with the unit. However, teachers still seem to feel this activity would be

unsatisfactory as a conclusion. Perhaps special attention should be given to criticism on this point, since this activity is not only a conclusion to the Japan unit, but may be the conclusion for the entire Geography in an Urban Age course.

5. This is a four day activity in its present form. Teachers need extra time to work with students in the use of aerial photos, stereograms and topographic maps. Also, teachers felt more discussion time was needed for students to fully understand the concepts involved in the tablet questions.

APPENDIX A - TABLE ONE

TEACHER FINAL QUESTIONNAIRE

Summary of Objective Questions

Questions 6, 14, 18, 20, 22, 23, 24 and 25 are recorded under teacher comments.

% Yes		
80%	1.	Do you believe the reading materials are clearly written and understandable for the average student?
20%	2.	Do you believe the reading materials are clearly written and understandable for the below average student?
60%	3.	Do you believe the reading materials are well-organized from an instructors point of view?
80%	4.	Should there be more student reading in the unit?
20%	5.	Should there be less student reading in the unit?
60%	7.	Should the Teacher's Guidelines be made more effective in providing clear directions for the teacher?
50%	8.	Should the Teacher's Guidelines be made more effective in clarifying the objectives of the unit?
80%	9.	Should the Teacher's Guidelines be made more effective in suggesting a variety of learning activities?
40%	10.	Should the Teacher's Guidelines be made more effective in providing the geographical background you needed to teach the unit?
80%	11.	Should the Teacher's Guidelines be made more effective in suggesting supplementary reading materials for students?
10%	12.	Did you feel unnecessarily restricted or overly directed by the guidelines?
30%	13.	Do you feel the guidelines should provide more direction for the teacher?
30%	15.	Is the subject matter of the unit too difficult for students?
10%	16.	Is the subject matter of the unit too simple for students?
70%	17.	Is the subject matter well organized?
70%	21.	Did the unit test adequately measure the content of the unit as you taught it?

19. How worthwhile is each activity?

Name of Activity	# Responding Essential to the unit	# Responding Could be optional	# Responding Could be dropped
Introduction to Japan	10	0	0
Modernization and Population Growth	8	2	0
Life of a Japanese Family Man	6	4	0
Population in Pre-Modern Japan	7	2	1
The Redistribution of Population in Modern Japan	8	0	2
Distribution of Economic Activities and Population	8	1	1
Case Studies	7	2	0

APPENDIX A - TABLE TWO

TEACHER COMMENTS FROM THE FINAL UNIT QUESTIONNAIRE

I think the reading materials were adequate.

Directions in Activities 4 and 5 were not clear.

There are many technical terms necessarily included, but I think time to teach their meanings adequately should be realistically provided for.

Supplementary readings definitely should be added to broaden the view of the bright child. Some simpler bibliography should be included to help the slower ones.

Charts and graphs are little too much for the "below average" student.

I think more innovation should be left to the instructor.

More teacher direction in the unit on pre-modern Japan and the distribution of economic activities. Many areas in these activities were not clear, especially as to the way to question students about the material that they were using. Teachers might also need more help on the case study section, especially if they are not familiar with these types of maps and photos.

Have directions highlighted in a step-by-step method such as an outline or by simply numbering the steps to be taken.

The quidelines in general, and especially for Activities 4, 5, and 6 need much clarification and simplification.

The subject matter is pretty well balanced, but the students seemed to notice that the emphasis about the move from rural to urban began to get a little repetitious and they complained to some extent. The pre-modern Japan map was probably the hardest for the students to work with.

The subject matter was fine, but the use of it was atrocious.

The similarities between contemporary Japan and the United States, as found in the diary, erased many false impressions many people had about Japan. Little else was new to the class.

Students experienced some growth in use of charts and graphs.

Students learned the difference between dense population and over population.

Teacher Comments from the Final Unit Questionnaire

The students learned to take many factors and criteria and put them together to arrive at meaningful generalizations dealing with population movements, modernization of agriculture, urbanization and industrial development and change.

In the test place and map skills were overstressed in relation to concepts presented in the unit. One-third of the questions were devoted to this area.

In reteaching this unit I would try to vary the class discussions somewhat and have students present some of the activity discussions.

I don't feel I would teach Activity 4 in the same manner. It was much too long and detailed.

I would combine Activities 4 and 5 with 7 for more clarity, interest and efficiency.

I would eliminate activities 4 and 5, but the order of the remaining activities would stay the same. Also, in reteaching this unit, more time would be spent on the life of the Japanese family man in order to discuss the effects of industrialization and modernization on a culture. This was the highlight of the unit, in my opinion.

I would spend more time on all activities.

I would place the activity on the life of the Japanese family man second instead of third. Also I would not make it optional.

I would teach all the activities in their present order, but I would want more time for activities 1-6.

Some aspect must be found to compensate for absences and missed activities.

If you feel that population distribution in pre-modern and modern Japan are necessary, (I don't) you must find a less complicated manner to approach the problem. I am not so sure that this student-research map making is worthwhile. So much energy is expended in figuring out directions and goals that little resulting meaning is gained.

More slides on Japan could be used. They create great interest. Also having the movie at the beginning of the unit would help. The earliest I could have the film was May 28th, which is after the completion of the unit.

Would it be too expensive to put a little color on the charts, maps, and graphs? This would make them clearer, easier to read and much more attractive.

Teacher Comments from the Final Unit Questionnaire

Try to avoid paragraphs of directions, put them in an outline or eye-catching form.

Difficulties that may have come up in the teaching of this unit may in part be due to the fact that it was taught at the end of the school year. This may be a factor to consider as the unit will probably be used at the end of the year in the full course of study.

Compared to other units I have taught this one was totally ineffective!

This unit was not very effective. The class didn't like it and therefore "turned off."

This unit was less effective than the other two HSGP units, yet the overall effect proved to be considerable. It was activities 4, 5, and 6 that bogged us down. Write these in a better form and the unit will be great.

This unit is too complex in information presentation.

APPENDIX B - TABLE ONE

Summary of Objective Information

From Teacher Activity Evaluation Forms

Activity Number	1	2	3	4	5	6	7
Number of Teachers	10	10	10	10	9	9	9
Mean Time Requirements							
Minutes Taken	73	157	76	128	178	66	182
Minutes Needed	2	21	11	16	32	19	37
Problems Checked by Teachers							
Teaching Procedures	-	1	-	8	3	1	1
Student Directions	-	3	1	9	8	1	5
Background Information	1	-	1	1	3	1	1
Reading Level	-	-	-	2	1	1	1
Map's Effectiveness	2	3	-	4	4	2	3
Mean of Ratings by Responding Teachers*							
Teacher Attitude	1.90	1.50	1.60	.50	.33	.56	1.56
Student Interest	1.40	.80	1.10	-.50	-.22	.00	1.00
Student Learning	1.70	1.50	1.50	-.10	.56	.67	1.00
Clarity of Objectives	2.00	1.70	1.60	.00	1.00	1.00	1.33
Subject Matter Confidence	1.50	1.80	1.60	-.20	.78	1.33	1.00
Procedures Confidence	2.00	1.80	1.80	-.20	.56	.67	1.11

*The system used to attain the above mean ratings is explained on page

APPENDIX B - TABLE TWO

Teacher Comments on Activity One - Introduction to Japan

I began by using a sound filmstrip program entitled "Japan-Emergence of a Modern Nation" available from Guidance Associates, Pleasantville, New York. This filmstrip traces briefly, the history of Japan in three parts: Feudal, Imperialism and Post World War II. I felt it gave the students a better understanding of Japan and the Japanese people. Then I introduced the slides.

Teachers instructions were very good. I followed the teachers manual.

We did not have separate atlases. We found maps of Japan in supplementary texts and some brought atlases from home. I shared two I have with the class.

Went past one class period by about 20 minutes. The activity could be changed so that the topics-location and description of Japan are pre-assignments before class.

I followed this activity pretty much as provided, but also used some of the base maps in the student resources by making transparencies of the physical geography, climatic conditions and location.

This is a good chance to test ability of the class to locate and describe geographically.

I enjoyed it immensely. The very enthusiasm of this class made it a joy.

The student response was good to this method, much better than the response to a similar activity in the Culture Unit.

Very interesting in regards to slides used.

All students participated in the discussion, so I would judge it as generally interesting to very interesting.

They seemed to enjoy the challenge of the "guesses" on the slides.

I think they gained considerable understanding of Japan as far as the introduction was meant to give them in background.

Their knowledge of modern Japan was meager. Therefore, even this introduction was quite an eye-opener, especially slides 12-16.

The directions were excellent for me. If they continue to be like this, very little revision will be needed.

I am not quite sure about the objective #1 being carried out as an acquired skill for students, based upon the activity of slides and discussion. I feel awareness of similarities and differences was major accomplishment.

Teacher Comments on Activity One (cont.)

Students were getting too specific in some areas, possibly a work book could be included as in the previous unit.

Time factor was my only problem - you need over one period to have a good discussion.

The guide is clear as to most student reactions to the slides. Highways and steel mills were not recognizable by students. Also, the verticle shot of Ontario was a little unclear.

Interesting to note further that many of the students in their "Description of Japan noted such ideas as: 1. over-populated, 2. crowded, 3. rice growers, etc.

This supports the idea of preconceived ideas about the country. This "trap" that they fell into was an excellent springboard for getting into Activity Two. I hope more "false generalizations" will continue to fall.

I think that some overlays - transparencies dealing with physical geography, climate, location, etc., which would help those teachers not having equipment capable of producing these items would be most helpful.

Success in Part Two depends too much on materials available in classroom. No texts or atlases could hinder locating and describing geographical setting.

Only five slides for North America and fifteen for Japan?

The quality of slides was excellent. I think 20 slides are too many. Perhaps 10-12 would be more appropriate.

Teacher Comments on Activity Two - Modernization and Population Growth

I was able to use the film recommended - Japan: Answer in the Orient. It is now available in a condensed 38 minute version. It is an excellent film.

The film is on order. I have no idea as yet when it will arrive, but will show it and connect it with this unit.

Tried the University of Michigan State and the main Detroit library, but there is no such film there. I am getting a similar film to use on May 20th - soonest time it's available.

We did see the suberb film on Japan. It was excellent and aided the activity.

I put the written essay assignment on the board in advance of the activity. This established a goal. I also developed overlays from the Student Resources for discussion clarification.

Students were able to learn and reinforce chart and graph skills.

Interest was held high through the entire activity.

It was difficult to bring seemingly disjointed facts together in search of a general understanding.

It was generally interesting and the questions developed considerable class discussion.

It became "draggy" when we reached the discussion stages.

They were amazed at how much could be learned from the data they had, also how difficult it is to make generalizations from some data.

They liked the team work, but found the discussion very difficult.

The discussion needed more initial motivation.

They enjoyed research angles, but were less stimulated by organizing and evaluating data.

They were impressed with the film and are grasping the material well, but they didn't like the written work.

Students liked working in pairs.

Frequent relationship type comments emerged for discussion.

I think the activity provided both information, new ideas and a learning experience for the students.

They had trouble getting at the purpose of the various charts and tables.

Teacher Comments on Activity Two (cont.)

They could have enjoyed it more.

We had some trouble deciphering the theme of the essay, but finally came up with a clearer wording.

Objectives were clear.

There was no lack of clarity.

The activity has tremenduous potential - BUT - we need help! Although our objective is to learn to do research, it presupposed a rather sophisticated ability with graphs. I took time to do some teaching here. There was a tendency on the part of many slower students to lean too heavily on the reading and to avoid the graphs.

If the students already knew all about this type of research, it wouldn't need to be taught. I should like to see more activities of this type.

Reading in Student resources pp. 1-6 was generally readable and clear for students.

Students had trouble with the questions provided in the tablet. They had trouble seeing the significance of using the charts in the resource book. I had to work with students individually and as a group to help them answer the questions on the tablet. When they wrote the essay, many of the students wanted to rely on going back to the reading and structure their essay from this reading and not tie in the information from the research questions. The initial discussion went well, but trouble developed from the research questions. I think the research questions need more teacher help for the students than is indicated in the Teacher's Guide.

Students should be asked to note what graph they used in order to facilitate discussion.

A note in the guide giving places to locate audio-visual materials would be most helpful.

Maps and graphs should be larger.

I feel there were too many questions at one time. "Research notes" went over well, but an example in the guide might be helpful.

The essay question needed further explanation.

Question 3 relating to "how many times" is poorly worded. They thought this was literally a count of the times it went up.

Question 2 is a yes or no question as phrased. It does not ask for examples.

Question 9 gives no data on such countries as those in South America to compare data with.

Teacher Comments on Activity Three - Life of a Japanese Family Man

No time was available to show what students wrote. We only read the article at home and wrote the essay, but nothing more was done with the activity.

This activity took 1 period reading the story, reports written at home, 1 and 1/2 periods to give reports and 1 and 1/2 periods to discuss.

On the day of discussion each subject group met and read all the papers on their topic. They selected the one which they felt was best. This was then read to the class and formed the basis of the discussion.

Diary idea appealed to most children.

This activity didn't involve the teacher enough.

I think this could be restricted to a reading and a class discussion.

Since I have some background in Japanese culture, I was able to explain and answer and clarify points in the reading.

I'm sure the reading was interesting and informative for them.

Students liked the diary.

Reaction to it was not very enthusiastic, but some students were quite interested.

Discussion was free and lively, indicating definite interest, particularly in speculation as to the pros and cons of a uniform culture.

They had originally thought of Japan as a still quite backward country.

I think they gained a much better appreciation of the problems of modernization for the average person.

I feel this is of enough interest, and also because it deals directly with the people (not just statistically) that it should be integral and not just optional.

Good unit. The students were very interested.

More time to share information is needed.

Teacher Comments on Activity Four - Population in Pre-Modern Japan

This was much like beating a dead horse. There was so much difficulty in understanding goals and directions that neither the class nor I were quite sure what was going on. Because of the variance of average farm sizes and resulting area populations, nothing concrete was established. I finally elected to 1) figure mathematical average of farm size, and 2) using these figures arrive at size for all but Hokkaido (range unlimited), and 3) then decide which blank areas on the map would be populated according to density key.

The work required was more than the learnings obtained. I feel more data furnished would be efficient. The mapping skills should be shorter and in sequential steps. General oral reading of instructions and discussion in small groups or as a class would aid direction of class energy. Computations are deadly with my students.

Teaching procedures were fine and I understood the purpose of the map and how to do it but they did not register with the students.

If there are any defects in this activity, it seems to be in the student instructions. They had difficulty putting everything in pages 18-22 together and coming up with what was desired. In general they were confused by the directions and I had to go through the instructions with them in some detail.

Because I took it as a challenge and helped them work it out, we got somewhere. Hardly think we achieved goals to any great degree though.

I'm not sure many of them knew what they were supposed to learn.

The figures for the different regions were confusing for the students.

Directions are generally difficult for students to read and follow, let's keep them simple and un-wordy. The map on p. 26 at the bottom needs some further explanation for the average student. I was never <u>really</u> clear from the directions about <u>how</u> the students were to determine the absolute average farm size. To me the "Instructions for making a map" were unrealistic.

The activity does not start with an appropriate motivation feature. The students have just finished an excellent look at the life of a modern Japanese family man and suddenly they are put into the situation of looking at Japan in 1868 which is very different from their look at modern man. The prospect of making a map of the population of Japan in 1868 does not appeal to their interest to begin with. The activity needs a way of getting the students interested in what was important about the people in 1868 by perhaps a reading and then lead them into the map of the population of the time period.

Never have teacher and students been so confused by directions.

The ability of my students to take all data and make value judgements as expected by the unit were not fully achieved.

Teacher Comments on Activity Four (cont.)

The instructions need to be simplified so that the students understand what they are to do for the construction of the map. You might provide the students with a chart that does not have to be reduced for the amount of land that was farmed in 1868. This proved quite hard for the students to see the notion of deducting 40% and the 10% for regions A and B. Also, it was quite hard for them to estimate the size of the average farm for each of the regions - is this really necessary for them to do that? Perhaps you should give them the average farm size, let them figure the population and then spend most of the time discussing the various maps and the factors that make the farm size what they are i.e. the limit of crops, the amount of frost-free days, etc. This would allow for more time so that the students could question as to why the population was distributed the way it was.

The various problems that the students encountered in their trying to work the map out discouraged me in the teaching of the activity.

After I finally saw what it was all about I see that it has great possibilities, but 1 or 2 days? Impossible!

The Teacher's Guide needs clarification on goals and instructions.

The students felt they became too bogged down in details to get the point of the activity.

Am sure it will rate D when the bugs are out. There is math involved of a sort that paraliyzes some students. (D=Excellent rating)

Students were frustrated by the task assigned to them. They did not understand the instructions and were confused by the number of maps they were to refer to in order to compile the map. I had to help the group a great deal more than the guide called for.

It appeared to me that the students were not stimulated by this activity. I think, because instructions were not clear.

Interesting when working, but the discussion is a bit boring.

There is a lack of reality for students.

Just what were the students supposed to find out?

There was so much difficulty with the mechanics of the activity that specific learning goals were lost.

The students and I were both confused as to the charts and the map. We used discussion to bring out the facts. The charts on pages 37 and 54 were very helpful.

I'm sure we mis-used some of our time groping.

This activity was dull and confusing.

Teacher Comments on Activity Four (cont.)

I tried to follow the guide closely but found this to be a very hard job for the students. The student instructions were not that clear so that they could jump into the problem and try to construct the map from the instructions given. I found it necessary, after the class had struggled with the instructions, to go through each of the regions with the class as a whole and tie in the various maps and help them arrive at some figure for the average farm size. Most of the students were unable to arrive at the average farm size on their own without teacher help. So, in effect, I went out of the guides that were in the Teacher's Guide in order to enable the students to do the activity.

I followed the guidelines as suggested. However, I am not sure that my students achieved as much from the activity as I would hope.

Because of misunderstanding the guidelines and instructions we were forced to simply find the mathematical average of farm size (example: range in region B was 1.0 - 1.2 so we added the two figures and divided to find average). The other selection factors were so confusing and seemingly difficult that this procedure was my only way out.

Objectives unclear. Group activity was good.

Only one student understood what to do and how to go about it. I got so confused trying to explain it that I didn't understand. I think the directions are completely muddled. You also assume knowledge about crops and temperatures, etc. which my students do not have. And furthermore it is just not interesting to them! Too statistical, too sterile.

Teacher Comments on Activity Five - Redistribution of Population in Modern Japan

I've had to give my class much more direction than was expected by the author.

Instead of using the transparencies, we used an opaque projector to project the completed map from each group as they gave their report.

More time is needed. Group work of the problem-solving type does require a great deal more time than just "coverage."

We made our own transparencies and plotted the migrations through the time periods. This was well worth the extra class period.

Limited felt pen colors to three colors.

Overlays and map production is a good basic skill, however it is too complex an operation for most students.

Mapping is interesting to class.

Because it was dull for the students and I wasn't able to make it exciting I don't feel the students achieved much from the activity.

I'm not sure that most students make effective use of all map and statistical data as is possible for most of them.

Again, it seems as if so much work accomplished little that was not already understood - in fact, such difficult repitition led to confusion.

They enjoyed the group work with the maps. The students were still not sure of the desired results of the big ideas that they were asked to work on. The group reports did not show a great deal of comprehension of the ideas being researched.

Working with maps and transparencies was o.k., but when reports were given the discussion bogged down due to unclear direction.

No outright enthusiasm was evoked.

Difficulty in comprehension of directions and objectives of exercises led to disinterest on the part of the students.

For some of the students this answer would be I learned little or very little. The students were not sure (especially the slower students) of what was expected of them in the final report to be given by the groups.

They had a lot to learn and we "sweat blood" to do it.

This unit is difficult, even for me at first. Handling all those charts and maps all bound together is difficult. I wish we could think of a different format for them.

Teacher Comments on Activity Five (cont.)

The teacher directions were quite clear, but the students were not clear in their work on the reports. Especially the instructions for the report on page 24 of the student resource book. These questions were not clear so that the students could take them and prepare the group report just from these suggested questions. I had to work a great deal just to help them understand what the report was to do or say.

Were it not for the summary on pp. 43-58 I could not have known what the research was about.

The guide should have been broken into two exercises.

Too many colors in this exercise.

The activity was sound, but it needs more continuity in the way the student looks at the sequence of information.

Its hard to find the many different colors for plotting (pencils and marking pens for transparencies) in our school system.

I feel that the students need more direction in their guidelines.

The hypotheses were so similar and so obvious that there was little reason to doubt their anthenticity, thereby eliminating motivation for further research.

Their maps were good, and their work on the maps in class was good. I would suggest more specific directions for the students on how to prepare their group reports for presentation to the entire group. Explanation to the class about the nature of their final map and report to the class was the most difficult part of this activity from the teacher's point of view.

I, personally, wish all the charts, maps, graphs etc. could be separate - on fairly sturdy paper, and packaged in complete sets (one of each in a set) in some sort of folder, or cardboard case, or even punched for storage in a student notebook, so that each student can look at several at a time for purposes of comparison. I tore all of mine out of the book.

Teacher Comments on Activity Six - Distribution of Economic Activities and Population

By this time the students were getting pretty tired of the same old discussions. So I copied the question from the Alternative I in the Teacher's Guide and passed out this exercise in class. This was completed by pairs of students along with the essay that was required.

Following Alternative II, we spent most of one period writing essays. The following day I handed out a dittoed copy of the outline on pages 67-68 of the Teacher's Guide. On the outline I had noted page numbers for a graph, chart or map which applied to the point under discussion, thereby facilitating quick discussion.

Too many complex points with inadequate facility in materials to show learnings intended.

No action.

Very little teaching was required in this activity.

I think they find the same approach and technique in each activity a little boring.

It was a review of previous concepts, therefore, it was not exciting.

Simplify this exercise. Use shorter varied steps. Pose realizable problem solving questions. Complexity of graphs and questions limited the discussion. There is a definite need to simplify by building in short discovery segments. Students need some successes toward clear goals.

Discussion of material in which the student has little interest and no involvement is difficult at best. I selected Alternative I, however, because I felt it could be more successful than the essay. Perhaps both would have been a good idea.

Much of this material was discussed in answering question #7 on page 24 of the Student Resources of the previous activity.

There was quite a bit of class discussion. We could use another period. It takes time to explain charts and maps and use them for comparisons.

The structure of this activity needs to be changed, but I'm not sure how. It is almost obvious information they are asked to study and therefore has little relevance to them.

Teacher Comments on Activity Seven - Case Studies: Mitaka and Niiike

Basically, I took more time than the activity indicated. This seemed necessary as the students needed more time to really understand the questions for each of the case studies. I had to work with the pairs of students closely, especially those that were slow. I used more discussion of the individual questions in the tablet of questions than the guide suggested. This seemed necessary for the students to understand the concepts for each of the studies.

More time is needed. I corrected the questions on Niiike as felt they were so poorly done that it was necessary to go over the answers and method of obtaining answers with the class.

I found it a welcome change to be able to return to the guide and not have to improvise.

The students were involved!

Being discouraged from earlier difficulties, it was somewhat less interesting than expected. After all, who can blame them in their feeling that they had accomplished nothing.

They enjoyed locating and searching.

This activity was not a review for them. Because of the previous difficulties encountered, this was a new and logical approach.

Guides were good, but you need more discussion on the answers to the individual questions for each of the studies than the guide indicated.

Since this work finally got the message across simply and enjoyably, why couldn't this be used as an earlier part of the unit.

This seems to be a rather abrupt ending to a unit. This may be due to insufficient previous successes, but still, it is far from a good culminating activity.

The maps were fair. The use of the stereoscope was minimal as they were difficult to use. Many times the students used the maps without them. However, the students worked well.

The students did not always understand the questions - a difficulty they had with the entire unit.

The first stereo pair used was a poor one to begin with because it had so little sharp depth.

The activity became disorganized at the end as those who finished rapidly had to wait for the majority of the class to finish.

I think that the teacher should be provided more direction in the use of aerial photos, topographic maps etc, than presently included. Time factor, however, prevents this as presently indicated.

APPENDIX C - TABLE ONE

HSGP Student Questionnaire Results for Japan Unit

How does this unit compare with others you have studied in this and other courses?

	N	%		N	%
Much poorer.	64	24%	Somewhat better.	75	28%
Somewhat poorer.	85	32%	Much better.	44	16%

Student Expressions of Interest	Unit as a Whole	Reading Materials	Activity One	Activity Two	Activity Three	Activity Four	Activity Five	Activity Six	Activity Seven
# Responding	271	272	270	273	270	271	273	271	273
# Not remembering	8	5	26	8	12	21	4	39	20
% Dull	25%	31%	21%	26%	13%	32%	33%	33%	26%
% Uninteresting	34%	24%	22%	28%	17%	35%	32%	38%	25%
% Generally interesting	40%	41%	49%	39%	48%	31%	32%	26%	32%
% Extremely interesting	2%	3%	8%	7%	22%	3%	3%	3%	17%
Student Awareness of Objectives									
# Responding	273	269	272	271	272	270	271	273	273
# Not remembering	6	7	32	17	8	13	14	38	22
% Not aware	16%	15%	13%	14%	12%	21%	17%	21%	22%
% Generally not aware	24%	28%	24%	29%	17%	31%	35%	31%	24%
% Generally aware	48%	46%	52%	46%	44%	39%	37%	42%	35%
% Almost always aware	12%	10%	12%	11%	27%	9%	11%	6%	20%
Student Estimate of Own Learning									
# Responding	268	272	273	270	273	271	273	271	268
# Not remembering	4	2	27	8	2	14	8	29	20
% Nothing	9%	11%	14%	15%	11%	19%	18%	21%	18%
% Little	42%	41%	40%	36%	25%	38%	32%	36%	31%
% Fairly much	37%	40%	41%	41%	37%	38%	42%	39%	33%
% A great deal	12%	7%	5%	7%	27%	5%	9%	4%	19%

APPENDIX C - TABLE TWO

SELECTED STUDENT COMMENTS

All activities should be made clearer and we should have more time.

It's so dull snails would get bored.

The book didn't explain very well. It kept jumping around and I couldn't figure out what they wanted.

The unit could be improved by completely explaining your purpose in each activity.

I would have liked a more traditional course where you study countries, economics and knowledge of the earth.

I think to improve this unit you should have more A.V. materials, and you should discuss more of modern Japan instead of the old, discuss more of the lives of the modern Japanese.

The directions should be less complicated and you should have the math in the math classes.

The unit was a whole needs the greatest improvement and to improve it you should throw it out or put it in exile or condemn it as a hazard.

Don't put in so many dull things such as all those charts and graphs. Don't put in so many dull facts and figures.

Cut it out completely. It was dull, uninteresting and stupid. Everything in this unit had no material value. It just cluttered up my head with stupid unuseful statistics which I will never use again in my life. Sell it to the Russians.

Supply the students with a more specific idea as to what he should do and how to go about it.

I would have a few more movies thrown in to make it more interesting.

Activity 1 destroyed my ideas of Japan as it was in the old days. It showed me what Japan is really like.

The Life of a Japanese Family Man was the most worthwhile activity in this unit. I think life in other countries is interesting. I never can find out real or as good information of family life in other countries as I found in this activity.

In activity 3 the lines were too close together and the writing too small.

Activity 4 needs the greatest improvement. Make it more interesting. You should ask questions that the students will understand more.

Their were too many pages telling how to do the map, when it didn't take much to do it. (Too many words for too little work.)

Selected Student Comments (cont.)

I think that the charts on population could be arranged so the student could look at more than one chart at a time.

The color of distribution of Japan needs something. I drew three maps and keys and learned Japan was crowded, they all need improvements. I like to read stories in the first person and I like to work in groups with EASIER directions.

The charts were hard to figure out and then make a hypothesis. I didn't understand what I was supposed to do.

The maps should be better in the Case Studies Activity.

For Mitaka and Niiike the aerial photos were impossible to read. Also you could read the stereograms just as well without the magnifying glasses. The topographic map was also hard to work with.

In activity seven the two countries were in a way interesting, but the work we did was very poor. The questions seemed to be almost the same, but only worded different. I recommend that they fix the questions different.

I learned the way the average Japanese family lived. How much they paid for food and shelter and the transportation. The customs and things like that.

I learned most about Japanese culture and the relations between the economics of each area and the population.

I learned about urban and rural population.

I learned that Japan is not a backward country, but an industrial nation. I acquired a knowledge in the use of data cards.

I learned how the Japanese people improved their standard of living.

I learned that Japan is changing day by day from rural to urban living and that the population is still increasing. I realized that Japan is much like the United States.

I learned how quickly the Japanese modernized and how much modernization helped them.

The most worthwhile thing I learned from the unit was the distribution of population in Japan and the location of the cities.

APPENDIX D

ITEM ANALYSIS AND CONTENT DATA

Content	HSGP Students		Discrimination Index
	Pretest	Posttest	(r_{bis})
1. Japan is nearer to the Soviet Union than it is to Viet Nam, Indonesia or India.	90%	67%	.37
2. Some Western ideas diffuse more rapidly than others.	60%	68%	.33
3. In the last century the population of Japan has increased in numbers and density.	78%	82%	.42
4. The fact that farms before industrialization produced nearly everything the family needed indicates trade was not a part of Japan's economy.	66%	80%	.37
5. The life of the average Japanese today is similar to the daily life of an American today.	61%	83%	.65
6. The discovery of mineral resources contributed less to the modernization of Japan than the development of trade, agriculture or industry.	40%	59%	.32
7. The extent of Japan's four main islands is comparable in latitude to the east coast of North America.	48%	61%	.40
8. The rural areas of Japan have lost population steadily in the past twenty years.	70%	77%	.48
9. Japan's increasing ability to support its people has resulted most directly from industrial production and commercial activity.	67%	81%	.57
10. A series of graphs shows that the number of jobs in wholesale and retail trade has increased in the last 50 years.	46%	55%	.45
11. The agricultural population of Japan is distributed almost exactly as it was 100 years ago.	19%	13%	.31
12. The standard of living in Japan 100 years ago was comparable to that of India today.	71%	83%	-.02
13. Japan is less like the United States in density of population than size of major cities, proportion of farm workers in the labor force or available transportation forms.	41%	39%	.27
14. Present standards of living in Japan are closer to those of Italy than India, Algeria, or People's Republic of China.	36%	48%	.48

Item Analysis and Content Data (cont.)

	Content	HSGP Students Pretest	HSGP Students Posttest	Discrimination Index (r_{bis})
15.	Agricultural production in Japan has increased greatly in the last century primarily because of improvements in farming methods.	63%	74%	.50
16.	The United States is nearer to Japan than Canada, India or Australia.	16%	19%	.47
17.	A modern industrial country is unlikely to have a high proportion of the labor force employed in Agriculture.	67%	76%	.62
18.	To estimate the average value of housing in a particular Japanese neighborhood an aerial photo would be more useful than a topographic map or graphs of comparative population density of racial composition.	22%	31%	.15
19.	The population of Japan today is concentrated in large metropolitan areas.	64%	72%	.55
20.	Shaded portions of a map show areas of high agricultural productivity.	23%	25%	.00
21.	The change in Japanese standards of living during the last century suggests that a large increase in population does not necessarily mean a decrease in standard of living.	37%	45%	.65
	In questions 22-25 students must decide that graphs on the following topics are more useful than other given choices in determining whether a nation is suffering from population pressure.			
22.	Number of famines in this century.	10%	15%	.39
23.	Per cent of population employed in industry and commerce.	45%	41%	.10
24.	Per cent of babies who die each year.	11%	21%	.26
25.	Per cent of family income spent on food.	21%	46%	.32
26.	The highest proportion of young adults in Japan today is in the large cities.	70%	77%	.22
27.	A farm in a subsistence economy produces only enough for its own consumption.	41%	52%	.26
28.	New colleges and universities played a less important role in raising the living standard in Japan than did new port and rail facilities, foreign engineers or expanded foreign trade.	23%	23%	.20

Item Analysis and Content Data (cont.)

ESSAY QUESTIONS:

29. Students were asked to make predictions concerning a South American nation in the process of industrialization. They were asked to predict what the rural population would do and why, what would happen to trade and why, what would happen to the nation's standard of living and why, and what would happen to the number of people in the city and why.

A sample of 146 papers was drawn at random for both the pretest and the posttest. The papers were interspersed so that the examiners could not tell which were the pretests and which were the posttests.

One point was given for each appropriate answer listed in question 29. Eight points total were possible on the question. When the papers were resorted into pretest and posttest piles the grading distribution was as follows:

Pretest		Posttest	
% of Students	# of correct responses	% of Students	# of correct responses
53%	8	66%	8
10%	7	12%	7
13%	6	10%	6
3%	5	2%	5
7%	4	2%	4
2%	3	1%	3
3%	2	2%	2
1%	1	2%	1
9%	0	3%	0

30. Students were called upon to give leaders of an underdeveloped nation advice on how to help them raise their nation's standard of living.

A sample of 146 pretest and 146 posttest answer sheets for this question was examined. The examiners classified each paper as being either "satisfactory" or "unsatisfactory." When the answer sheets had been resorted into pretest and posttest piles the grading distribution was as follows:

Pretest		Posttest	
% of Students	Type of Response	% of Students	Type of Response
64%	"unsatisfactory"	42%	"unsatisfactory"
36%	"satisfactory"	58%	"satisfactory"

APPENDIX E - TABLE ONE

HSGP Limited School Trials Data 1967-1968

(Percentages are either per cent positive or per cent yes)

	Growth of Cities	Geography of Culture Change	Agriculture	Japan
Student Interest	79%	72%	81%	42%
Student Learning	78%	72%	73%	49%
**Estimate of student interest	1.10	.98	1.33	.51
**Estimate of student learning	1.09	.94	1.16	.98
Pretest mean	54%	54%	54%	46%
Posttest mean	65%	65%	66%	54%
Effectiveness with respect to other units	81%	64%	75%	44%
Readings clear: average student	96%	100%	100%	80%
Readings clear: below average student	35%	45%	56%	20%
Readings well organized	88%	91%	89%	60%
*T.G. useful regarding supplementary readings	33%	12%	78%	20%
Student interest in readings	60%	55%	57%	44%
*T.G. useful regarding objectives	88%	83%	67%	50%
*T.G. useful regarding variety	65%	35%	56%	20%
*T.G. useful regarding background	63%	76%	56%	60%
*T.G. overdirective	12%	32%	44%	10%
*T.G. underdirective	30%	16%	44%	30%
Subject matter too complicated	4%	0%	0%	30%
Subject matter too simple	12%	32%	11%	10%
Organization of subject matter	85%	71%	67%	70%
Appropriateness of test	93%	83%	89%	70%
More readings needed	46%	87%	33%	80%

*T.G. = Teacher's Guide

**The system used to attain the above mean ratings is explained on page

APPENDIX E - TABLE TWO

RATINGS OF HSGP ACTIVITIES, LIMITED SCHOOL TRIALS 1965-1968

Ratings are in terms of teacher estimates of student interest and learning. Ratings are made at the completion of each activity on Teacher A tivity Evaluation Forms. A minimum of twenty teachers are involved in each calculation. Calculations are made by assigning the following numbers to each questionnaire response: +2 = very positive; +1 = somewhat positive; -1 = somewhat negative; -2 = very negative. The indicated rating number is the mean of the ratings made by all responding teachers. The rating of a unit is the mean of all activity means.

	Interest					Learning				
	Unit Mean	>1.50	1-1.5	.5-1.	<.50	Unit Mean	>1.50	1.1.5	.5-1.	<.50
1965-1966										
Introduction	1.03	0	4	1	1	.94	0	5	2	1
Intra Urban	1.21	4	13	5	0	1.24	2	15	5	0
Fresh Water Resources	.40	0	1	2	7	.45	0	1	4	5
1966-1967										
Inside the City	1.02	2	7	8	1	1.05	0	12	6	0
Networks of Cities	.29	0	0	1	7	.25	0	0	1	7
Manufacturing	.52	0	1	5	3	.60	0	1	5	3
Political Processes	.72	1	1	5	2	.58	0	1	5	3
1967-1968										
Growth of Cities	1.10	1	2	1	1	1.09	1	3	1	0
Geography of Culture Change	.98	0	4	2	1	.94	0	3	3	1
Number of activities receiving each rating.		8	33	30	23		5	39	32	20
Per cent of activities receiving each rating.		9%	35%	32%	24%		5%	41%	34%	22%

APPENDIX F

TEACHER ACTIVITY EVALUATION FORM

_____ Teacher's Name Activity Name_____

_____1. How much class time in minutes did the activity take?

_____2. How much more time could have been used profitably?

3. Describe briefly what you did when carrying out the activity that was different from suggestions in the teacher's guide.

_____

_____

_____

_____

_____

_____

_____4. How much did you like teaching the activity?

A. Not at all B. Little C. Generally D. Very much

Comments:_____

_____

_____5. How interesting was the activity for your students?

A. Dull B. Generally not interesting C. Generally interesting
D. Extremely interesting

Comments:_____

_____

_____6. How much do you feel your students learned from the activity?

A. Nothing B. Little C. Fairly much D. A great deal

Comments:_____

_____

_____7. Were you clear about what your students were supposed to learn from the activity?

A. Not clear B. Only somewhat C. Generally D. Very

Comments:_____

_____

Teacher Activity Evaluation Form

_____8. How confident did you feel about the subject matter in the activity?

A. Not at all confident B. Only somewhat C. Generally D. Very

_____9. How confident did you feel about the teaching procedures required in the activity?

A. Not at all confident B. Only somewhat C. Generally D. Very

_____10. How much does this activity need to be revised?

A. Not at all B. Slight modifications here and there
C. Restructuring of some aspects D. Major revisions before further classroom use

In which of the following areas does this activity seem to have difficulties? A check (✓) will be sufficient indication.

_____11. Clarity of Teacher's Guide with respect to suggested teaching procedures

_____12. Clarity of directions for students

_____13. Adequacy of Teacher's Guide with respect to providing the geographic background you need to teach the activity

_____14. Reading level of the student materials

_____15. Effectiveness of maps, graphs, overlays, quizes, etc.

16. Please elaborate on any difficulties existing in the activity and suggest needed changes.

TEACHER FINAL QUESTIONNAIRE FOR JAPAN

Teacher's Name_____

Directions: Please react to the questions below by checking the appropriate space and/or filling in the blanks provided.

A. Reading Materials

Yes	No		
___	___	1.	Do you believe the reading materials are clearly written and understandable for the average student?
___	___	2.	Do you believe the reading materials are clearly written and understandable for the below average student?
___	___	3.	Do you believe the reading materials are well-organized from an instructor's point of view?
___	___	4.	Should there be more student reading in the unit?
___	___	5.	Should there be less student reading in the unit?
		6.	Suggestions and/or comments about the reading materials:

_____

_____

_____

B. Teacher's Guidelines

Should the Teacher's Guidelines be made more effective

Yes	No		
___	___	7.	In providing clear directions for the teacher?
___	___	8.	In clarifying the objectives of the unit?
___	___	9.	In suggesting a variety of learning activities?
___	___	10.	In providing the geographical background you needed to teach the unit?
___	___	11.	In suggesting supplementary reading materials for students?
___	___	12.	Did you feel unnecessarily restricted or overly directed by the guidelines?
___	___	13.	Do you feel the quidelines should provide more direction for the teacher?

-over-

14. Suggestions and/or comments about the Teacher's Guidelines.

_____

_____

_____

_____

_____

_____

_____

_____

. The Subject Matter in the Unit

es No

___ ___ 15. Is the subject matter of the unit too difficult for students?

___ ___ 16. Is the subject matter of the unit too simple for students?

___ ___ 17. Is the subject matter well organized?

18. Suggestions and/or comments about the subject matter:

_____

_____

_____

_____

. The Unit as a Whole

19. How worthwhile is each activity?

_____ Introduction to Japan

_____ Modernization and Population Growth

_____ Life of a Japanese Family Man

_____ Population in Pre-Modern Japan

_____ The Redistribution of Population in Modern Japan

_____ Distribution of Economic Activities and Population

_____ Case Studies: Mitaka and Niiike

A. Essential to the unit

B. Could be optional

C. Could be dropped

20. What do you think was the most worthwhile thing your students learned from the unit?

Yes No

___ ___ 21. Did the unit test adequately measure the content of the unit as you taught it?

22. Please indicate how the test can be improved.

23. If you were to reteach the unit the way you want to what changes would you make a) in the activities you would teach, b) in the order of teaching the activities and c) in the amount of time you would spend on each activity. Please explain.

-over-

24. What additional suggestions do you have for improving the effectiveness of the unit?

25. Compared to other units you have taught, how effective is this unit in its present form?

HSGP Student Questionnaire for The Japan Unit

_____Student Number

Directions: Your opinions are very important in changing HSGP materials. We need to know what you honestly believe so the final version of the course will reflect what students as well as teachers think. Blacken the appropriate space on the HSGP Questionnaire Answer Sheet for the first 28 questions. Then turn this sheet over and answer questions 29-32.

What did you think of the unit and its activities in terms of their interest to you?

1. The unit as a whole
2. The reading in the unit
3. Introduction to Japan
4. Modernization and Population Growth
5. Life of a Japanese Family Man
6. Population in Pre-Modern Japan
7. Distribution of Population in Modern Japan
8. Distribution of Economic Activities and Population
9. Case Studies: Mitaka and Niiike

Possible Answers:

A. I do not remember it well enough to say
B. Dull
C. Generally not interesting
D. Generally interesting
E. Extremely interesting

Did you feel that you generally knew what you were supposed to learn from the unit and its activities?

10. The unit as a whole
11. The reading in the unit
12. Introduction to Japan
13. Modernization and Population Growth
14. Life of a Japanese Family Man
15. Population in Pre-Modern Japan
16. Distribution of Population in Modern Japan
17. Distribution of Economic Activities and Population
18. Case Studies: Mitaka and Niiike

Possible Answers:

A. I do not remember it well enough to say
B. No
C. Generally not
D. Yes, generally
E. Yes, almost always

How much do you feel you learned from the unit and its activities?

19. The unit as a whole
20. The reading in the unit
21. Introduction to Japan
22. Modernization and Population Growth
23. Life of a Japanese Family Man
24. Population in Pre-Modern Japan
25. Distribution of Population in Modern Japan
26. Distribution of Economic Activities and Population
27. Case Studies: Mitaka and Niiike

Possible Answers:

A. I do not remember it well enough to say
B. Nothing
C. Little
D. Fairly much
E. A great deal

28. How does this unit compare with others you have studied in this and other courses?

A. This one is much poorer.
B. This one is somewhat poorer.
C. This one is somewhat better.
D. This one is much better.

Please write in the spaces indicated.

29. Generally speaking, what should be done to improve this unit?

30. Choose the activity that you feel needs the greatest improvement from the list on the other side of this sheet and tell what should be done to improve it.

31. What other activity or activities need improvement? What improvements would you recommend?

32. What was the most worthwhile thing you learned from this unit?